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U. S. DEPARTMENT OF AGRICULTURE,
STATES RELATIONS SERVICE.

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**HOW TEACHERS IN ELEMENTARY SCHOOLS MAY USE
FARMERS' BULLETIN 808—HOW TO SELECT FOODS.
I. WHAT THE BODY NEEDS.**

Range of use.—General.

Subject.—This bulletin deals with an important phase of home economics, namely, "what the body needs," with some suggestions as to how these needs may be supplied. The topics lend themselves to correlation with other school subjects.

Topics.—For class study the material of the bulletin should be grouped into six lessons: (1) Daily food requirements of the body, pages 4–6; (2) suggestive daily meals for the average family, page 6; (3) substances supplied by food and their functions, pages 7, 8; (4) food groups and their uses, pages 8, 9; (5) food groups and their relative values, pages 9–11; and (6) testing the diet and general suggestions, pages 11–13.

Study questions.—Topic 1: Compare the weights of the different kinds of food suggested on page 4 as a daily ration for one person. What is the total weight of the daily ration suggested for one person? What is the total weight of the ration suggested for a family of five—two adults and three children? Why are the totals for the family not five times the quantity for one man? How would you determine the average requirements for each kind of food here mentioned for each of the children? Knowing the requirements for an adult and for a child, determine the daily requirements of the several kinds of food for each family represented in the class.

Topic 2: Compare the kinds of food suggested for breakfast, dinner, and supper. In what respects are these meals similar and in what respects are they unlike? Why should the heavier foods, such as meat and vegetables, come at the midday meal? Have each member of the class suggest other combinations of foods for the three meals. Compare the suggested combinations with the original. Discuss them.

Topic 3: What are mineral substances? What are their uses? What are their sources? What is the characteristic element of protein? What are the uses of protein? Why is it especially important for children? What are its sources? Of what use is starch to the

body? How is it supplied? Of what use is sugar to the body? What foods supply the body with sugar? What are the uses of fat? Compare the uses of fat with those of starch and sugar. Name some kinds of fat. What are the principal foods supplying fat? What are the sources and uses of cellulose? What is a condiment? Make a list of condiments and flavors. Summarize the uses of the different kinds of food. From this summary form a definition of a complete food. Name a food material that is practically complete.

Topics 4 and 5: Name the various groups of foods. Add to the list under each group other food materials with which the class is familiar.

Topic 6: Name some facts that indicate the wholesomeness or unwholesomeness of a diet. Have each member of the class to summarize briefly the facts that should govern in providing wholesome food in an economical way. What definite rule should govern in the feeding of children?

Illustrative material.—Utilize the figures in the bulletin to visualize the family's daily food supply. Where feasible bring together food products to illustrate the quantities of each necessary to support one person or a small family for a day or some other definite period. Food charts should be secured and used in connection with the class work.

Practical exercises.—Have each member of the class submit a suggestive daily ration for an adult. For a child. Require that the combination be wholesome, yet as inexpensive as possible. If practicable have members of the class prepare luncheons conforming as nearly as possible to the suggested dinner given on page 6 of the bulletin. Where substitutions are necessary let the teacher advise with the pupils.

Correlations.—Require the members of the class to prepare a statement showing the food materials produced in the immediate community, those produced in the United States outside of the immediate community, and those produced in other countries.

Compare the geographical conditions obtaining in the sections and countries where the several food materials are produced.

What is the definition of "food" as given in the physiology textbook? Of what proximate principles is the body composed? Compare these with the groups of substances in topic 3.

E. A. MILLER,
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